

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY 13 PM 1:24 Document Control Center Grants Administration </p>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name		County-District #		Campus name/#		Amendment #	
Chapel Hill ISD		225-906		Chapel Hill Junior High			
Vendor ID #	ESC Region #	US Congressional District #			DUNS #		
75-1614488	8	4 th District Texas			19-350-1871		
Mailing address				City		State	ZIP Code
1069 County Road 4660				Mt. Pleasant		TX	75455
Primary Contact							
First name		M.I.	Last name			Title	
Michael		S	Clifton			Principal	
Telephone #		Email address			FAX #		
903-572-8096 ext. 499		mclifton@chisddevils.com			903-572-9747		
Secondary Contact							
First name		M.I.	Last name			Title	
Kerri		L	Ottmer			Network Administrator	
Telephone #		Email address			FAX #		
903-572-8096 ext 796		kottmer@chisddevils.com			903-572-1086		

Part 2: Certification and Incorporation


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Marc	P	Levesque	Superintendent
Telephone #	Email address		FAX #
903-572-8096	mlevesque@chisddevils.com		903-572-9747

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

5-9-14

701-14-107-249

Schedule #1—General Information (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of our application for this grant is to expand our current iLend Program to include three additional grade levels with access to a device and internet access as needed. The junior high campus was selected because it has the student population with need, according to its economic disadvantage percentage. We plan to use technology already in place, which were purchased with IMA funds and other funding, to supplement the devices purchased with grant funds. Use of the Chromebooks integrates seamlessly into the CHISD Technology Plan of developing strategies for improving academic achievement and teacher effectiveness, including technology literacy for all students and the capacity of all teachers to integrate technology effectively into curriculum and instruction.

The budget was developed by finding the most economical device that will give the most students access to digital curriculum. We selected a grade level of students to be provided for by grant funds. Then we assessed the least expensive way to provide internet for and many students as possible. The remaining grant funds allowed for internet service to be provided on 20 devices, which will be checked out to the students as needed. The budgeted amount will fund 82 devices including full coverage insurance and built in management. It will also fund a USB flash drive for accessing downloaded digital curriculum pieces. Hard shell covers and sleeves are also budgeted. These will protect the devices from being broken while in transport as well as keeping the power cable with the device at all times. The budgeted internet cost is calculated to provide internet through the life of the grant. We plan to include the service in future budget years to allow the lending program to continue after the grant is complete.

Our school district is comprised of 54% economically disadvantaged students at the elementary, 54% at the junior high, and 38% at the high school. Additionally, we are a rural school in NE Texas, and reliable Internet service is expensive. A significant number of our students, and even some of our faculty members, are without Internet service in their homes. With 54% of the junior high students being economically disadvantaged, the digital divide is felt throughout the educational environment. The quantity of devices during the school day is also limited. With the addition of two subjects in three grade levels requiring a device to access content, our need for all students is extremely high. At school, these students are not able to provide their own devices in situations where the more advantaged, freely use their own personal devices. They have no opportunity to use a device at home to complete their assignments. They are forced to stay at school longer or work through lunch to access library computers. This creates a need within the student to rush through assignments, instead of doing their best. The lack of adequate technology is prohibiting those students from achieving their academic objectives at the level in which they are capable. The devices and Internet access provided by this grant would assist us in ensuring that every child has equitable access to the digital resources both at home and at school he or she needs to succeed in school. Also, our library has recently begun an E-book lending program that can lend to any student with a device. With our current technology, 54% of our students will not have full access to these pieces of their curriculum.

A team of members from our campus administration, technology department and teachers designed our needs assessment process. That team will communicate with the plan management team and the teachers, students, and parents to gather data to evaluate efficacy. The team will then determine the exact area that needs to be modified to increase efficacy. The process will be repeated at intervals dependent on the timeframe of data collection. This team assures that the application has been written in accordance with all of the TEA requirements.

Our management plan is already in place and our administrators assure that the program and its management are consistent and high quality. The members of the management team and the administrators realize the importance of the success of this program and strive to make it exemplary.

The success of the technology lending program at the junior high will be evaluated based on 5 criteria: increased academic achievement, equitable access in digital instructional materials, increased parental involvement in their child's education, more productive use of instruction time through an increased use of the Flipped classroom model, and an increase in-depth, cross-curricular learning through project-based learning. Junior high teachers, with the guidance and cooperation of the principal and instructional technologist, will examine report cards, benchmark tests, STAAR results, and any other relevant available data to monitor and assess improved academic achievement. Parent meeting, attendance, teacher-maintained parent contact logs, and other digital communications such as parent surveys and

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teacher blogs will be reviewed by grade level teams to assess parental involvement. The library media center staff with direction from the principal and assistance of teachers will review daily checkout requests to ensure the students with the most need have priority access to the MiFi devices for Internet access. The increased use of the Flipped classroom model and project-based learning will be assessed by the principal's walkthrough evaluations, lesson plan documentation, and grade level team feedback.

Our commitment to getting technology into the hand of the students who need it the most is of utmost importance. We as a district are constantly working together to obtain funding through grants and district funds to meet the growing needs of our student population. We have allocated IMA funds, directed campus funds, and used money from the district fund-balance to maintain and enhance our technology resources. Our aim is to make sure that we not only never take a step backward but we continue to move forward by increasing the student population served by our iLend Program each year.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$15196	\$	\$15196	
Schedule #9	Supplies and Materials (6300)	6300	\$34932	\$	\$34932	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$50128	\$	\$50,128	

Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$	
<input type="checkbox"/>	Salaries/benefits		<input type="checkbox"/> Other:
<input type="checkbox"/>	Networking (LAN)		<input type="checkbox"/> Other:
<input type="checkbox"/>	Computer/office equipment lease		<input type="checkbox"/> Other:
<input type="checkbox"/>	Building use		<input type="checkbox"/> Other:
<input type="checkbox"/>	Copier/duplication services		<input type="checkbox"/> Other:
<input type="checkbox"/>	Telephone		<input type="checkbox"/> Other:
<input type="checkbox"/>	Administrative		<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Internet Service Provider		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Allow student connectivity at home.		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$15196
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$15196

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Schedule #8 – Professional and Contracted Services (6200)

County-District Number or Vendor ID: 225-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 225-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$15196.00	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$15196.00	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$15196.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 225-906				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Chromebook	Content Access	82	\$383	\$34,932
	2	Flash Drive	Content Storage for Access	82	\$8	
	3	Hard Shell	Protection of Device	82	\$15	
	4	Sleeve	Transportation/Protection of Device	82	\$20	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
Grand total:					\$34932	

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 225-906		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (8600/15XX)				
County-District Number or Vendor ID: 225-906			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 212

Category	Number	Percentage	Category	Percentage
African American	5	N/A	Attendance rate	97.5%
Hispanic	71	N/A	Annual dropout rate (Gr 9-12)	0%
White	132	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	115	54%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	23	11%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	4	2%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								70	75	67					212
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The junior high campus is currently 54% economically disadvantaged. These students have shown to have lower academic standing as well as lower standardized test scores. Data from report cards, benchmark scores, and STAAR testing has repeated shown the gap between our economically disadvantaged students and the other populations. By polling our students, we have found that one of the factors that separate this group from the others is accessibility of individual technology both at home and at school. The survey results were that out of 185 students 48% have a device that can be used at home and 62% do not have a device. It showed that 62% have internet and 48% do not have internet at their home.

Math and reading are at the core of academic achievement. We strive to give all students every opportunity to learn. While going through the textbook adoption process for math and science, we discovered that we are not ready for the amount of technology that will be needed to present this material in a way that will be equal for all students. E-books are currently available in our library, however, without an individual device, students do not have access. By providing a 1:1 environment for our students, the materials will be more accessible, giving each student more equitable access to opportunities to learn.

Our district has many online resources available to parents to help them stay involved and informed. Parent involvement is essential to student success across all grade levels. The opportunity for parents to access student grades as well as online lesson plans is a priority to both teachers and students alike. Many of the parents of our economically disadvantaged students do not have access to our school Gradebook Portal, website, Facebook pages, or teacher websites and blogs. This results in a decreased level of involvement from these parents. The level of involvement directly affects the level of academic achievement. By putting devices in the hands of these students, the parents will have access as well.

Work assigned outside of class time is a major struggle for many of our students. Our teachers believe that "flipping" our instruction time and our application time will provide for more one on one time in the classroom. The teachers want the opportunity to help their students with the actual application of skills. With a 1:1 environment, our students will be able to watch instructional videos at home and come to school to apply what they have learned with the help of our teachers and support staff.

As a district we have a lending program, but there is not one on the junior high campus. Our devices are housed in carts that can be checked out by the teachers and an assortment of other devices housed in classrooms. There are 20 Window's Surface tablets used between two classrooms, one iPad per classroom, 2 iPad carts available for check out (25 per cart), an iPod cart (20), and a netbook cart (25) also available for checkout. Additional funds have been used to purchase 21 laptops and 3 iPads for ESL/RTI use.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic achievement for all students, including but not limited to, the subject areas of math and reading.	The devices and Internet will give students a greater amount of time to study and absorb information. This will allow individualized material and instruction to be assigned to individuals according to their needs.
2.	Provide equitable access for students who do not have technology in the home. Allows for all students to have access to an e-book library already established for our district.	With this grant, we will be able to assure all students have access to the same devices and Internet, both at school and at home. There will not be a gap in access between those that can and cannot afford devices.
3.	Increase parental involvement	The ability for students and parents to access the district website as well as teacher websites, access students grades at home, and instruction and material needed to complete assignment will be easier with these devices.
4.	Allow teachers to utilize the "Flipped" classroom in order to teach directly at home and provide one-on-one help in the classroom.	All students will have access to a device and Internet, therefore students will be able to watch the instruction outside of the classroom on the devices and Internet provided. They will then come back to the teacher for one on one help with the hands on aspect of the learning experience.
5.	Enhance Project Based Learning Opportunities that span across grade levels and curriculum areas.	Give the students equal access to a device which would provide for online curriculum, collaborative tools, and Internet research.

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Schedule #14—Management Plan

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent Marc Levesque	14 years as Superintendent of Chapel Hill Schools, Works collaboratively with the technology team implementing technology hardware and software.
2.	Network Administrator Kerri Ottmer	14 years experience as Network Administrator for Chapel Hill, Program Manager for current Technology Lending Program, Maintains current infrastructure and all devices for our district
3.	Principal Mike Clifton	6 years as Principal of Chapel Hill Junior High 8 years as Vice Principal of junior high/high school, 21 years as an educator at Chapel Hill ISD. His primary goal is to make sure that each Chapel Hill Junior High student has an exemplary learning experience.
4.	Instructional Technologist Gena Montgomery	Masters Degree in Instructional Design and Technology, Intel Teach Essentials Master Teacher, 5 years of experience helping teachers integrate technology in the classroom, 2 years management of Technology Lending Program for our elementary campus.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic achievement for all students, including but not limited to math and reading.	1. Establish baseline of academic achievement	08/25/2014	09/30/2014
		2. 1 st grade reporting	08/25/2014	10/17/2014
		3. 2nd grade reporting	10/20/2014	12/19/2014
		4. 3 rd grade reporting	01/06/2014	03/06/2015
		5. STAAR Reporting	04/22/2015	05/31/2015
2.	Provide equitable access to individual devices/Internet	1. Procure Chromebooks	10/01/2014	10/08/2014
		2. Purchase covers and charging stations	10/01/2014	10/08/2014
		3. Chromebook Training	08/11/2014	12/19/2014
		4. Chromebook Deployment	10/08/2014	10/22/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase parental involvement	1. Secure Internet access point	10/01/2014	10/08/2014
		2. Chromebook and Internet Lend training	10/08/2014	10/22/2014
		3. Technology Etiquette / Safety Policy	10/08/2014	10/22/2014
		4. District website / Gradebook training	10/08/2014	10/22/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Implement Flipped Classroom	1. Chromebook training for teachers	08/11/2014	12/19/2014
		2. Digital Content Integration	08/25/2014	12/19/2014
		3. Video training for teachers	08/11/2014	12/19/2014
		4. Digital Content training for students and parents	10/08/2014	10/22/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Enhance Project Based Learning Opportunities	1. PBL training for teachers	08/11/2014	12/19/2014
		2. Core teacher planning sessions	08/11/2014	12/19/2014
		3. Cross – curricular teacher planning sessions	08/11/2014	12/19/2014
		4. Implementation of PBL	08/22/2014	06/05/2015
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Individual teacher goals and objectives are set at the beginning of the year in a meeting with the principal. These are monitored through PDAS walkthroughs and official evaluations. These goals are revisited in a summative meeting with the principal towards the end of the year.

Student goals and objectives are addressed through the TEKS and are posted in lesson plans on the school website. Mastery level is monitored with daily work and assessments, the grades for which are posted in Gradebook Portal weekly and are accessible to parents. Benchmarks scores are posted in DMAC so as to allow disaggregation of data that is discussed in core team meetings that take place 4 times a year.

The Campus Improvement Committee sets campus goals at the beginning of the year. These goals are posted in the Campus Improvement Plan, which is available on the district website. Our school board is presented with the plan after completion and monitors our progress.

When a goal or objective is changed, information is shared with department heads and then disseminated through the staff via daily planning period meetings. Any information that needs to be shared with parents is shared through group emails and our website. Students receive information during homeroom or study hall time.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently our elementary campus has one grade level that is 1:1. We increase our student accessible technology each year district wide. The largest challenge is the funding to provide for all students. We are limited in the non 1:1 grade levels to mobile carts that are checked out by classrooms.

To maximize the effectiveness of the grant we intend to purchase as many devices as possible by selecting the most cost effective solutions that meet the grant requirements as well as our district requirements. We are also using all of our current devices to provide 100% of junior high students with 1:1 access and the ability to have Internet at their home when needed.

This will increase our 1:1 ratio by three grade levels in one year. Our leadership and support staff will maintain the commitment to success. We intend to keep moving toward 1:1 on our other campuses. With the success we have seen in our elementary classrooms and the success expected in the junior high campus, commitment of all participants will be increased when the statistics are shared. Our technology department will also support all of the devices and will make sure that the adjustment and success is ongoing.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment	1.	Grade improvement
		2.	Higher rate of assignment completion
		3.	Increase of Standardized Testing Results
2.	Parental Involvement	1.	Increase of Parent contact, documented with Parent Contact Log
		2.	Parent Training Sessions, documented with Sign – In sheets
		3.	Feedback from parents, documented with digital surveys
3.	Equitable Access	1.	Mi-Fi check out monitored with device check out logs
		2.	
		3.	
4.	Reading Fluency and Comprehension Levels	1.	Fall Benchmark – Reading
		2.	Winter Benchmark – Reading
		3.	Spring Benchmark - Reading
5.	Mastery of Grade level Mathematics TEKS and Knowledge of Basic Mathematic Skills	1.	9 week benchmarks
		2.	Online assessment results
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will collect assessment data to measure student academic achievement from report cards and STAAR testing results. Additionally, teachers will track the number of students referred to lunch extension for missing assignments to document the rate of assignment completion.

Parent Involvement data will be documented through sign-in sheets from parent trainings, results from digital surveys, and parent contact logs to document increased communication between teachers and parents.

To ensure equitable Internet access for all students, the Mi-Fi checkout list will be reviewed to make sure the economically disadvantaged students and students who have reported having no home Internet are utilizing the Internet services.

Student achievement in reading and math will be assessed by reviewing data from benchmark test results in reading and math courses.

As problems with the implementation are identified, grade-level and/or departmental teams will work with the principal and instructional technologist to analyze the problem, develop an adjustment or revision to the plan, and implement the new solution.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chapel Hill currently has a technology lending program in one grade level of our elementary school. Since over half of our student population is economically disadvantaged, we have a great need for student access to computing devices and Internet access. We plan to use the grant funds to purchase enough devices to provide a device for every student with a need in one grade level of our junior high. In the past the IMA funds purchased some devices to provide student access. We plan to use all of the devices we currently have plus those purchased with grant funds and student owned devices to provide access to digital content to 100% of the junior high students. Our plan is to purchase 82 Chromebooks along with securing 20 Mi-Fis for checkout as needed by the students that have been indicated as having the highest need.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices that are purchased with grant funds will be issued to one of three grade levels at our junior high. Any other devices that were purchase in previous years or are purchased with IMA funds this year will be incorporated into the program as well. The current IMA funds are not enough to purchase devices as well as content for every student in our population. We have 212 students in junior high. The grant will purchase approximately 82 devices. We currently have 20 laptops, 20 tablets, 56 iPads, and 25 Chromebooks. The total of accumulated devices is 203. We have several students with their own devices. Our campus will use district funds to purchase any additional devices needed to assure that the entire Chapel Hill Junior High student population will be 1:1. The Mi-Fis will be housed in the library for students without home Internet service to check out as needed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a district we strive to improve academic excellence while providing students with an exemplary educational experience. We know that allowing our students to participate in the iLend program will enhance their educational experience. All of our students will be provided a means to access knowledge at school and at home, increasing their chances of obtaining academic excellence.

Increasing teacher effectiveness by integrating technology into curriculum and instruction is an ongoing goal. With every student having access to the same resources, our teachers' effectiveness will be increased. They will be able to create individualized material that can be accessed on the student's device and duplicated for others with the same needs. The students will have the curriculum at their fingertips at any point in time. We believe that giving the access to the tools and knowledge will prepare them for college and career. It will allow them to develop the skills necessary to navigate our digital world. Our students need a variety of educational experiences using technology for productivity and efficiency.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both the elementary and junior high schools in Chapel Hill have an economically disadvantaged population rate of 54%, but the high school economically disadvantaged population is low enough to disqualify it from being eligible for this grant.

In 2012, our elementary school was awarded a technology lending grant which started the iLend program with the 5th grade students. When considering the number of devices available on each campus and the number of students served by the program, we determined that focusing the benefits of this grant on the junior high school would provide a greater benefit for students with the most need.

Adding devices to the junior high campus will provide enough devices to make the entire junior high campus a 1:1 campus. Elementary students who are already benefitting from the 1:1 implementation in the 5th grade would continue to reap the benefits of having a school-issued device to use at home and at school. Our next grade level to attempt to provide for will be the 4th grade class, which also has a high level of economically disadvantaged.

While we are not able to provide every student with Internet service, the Mi-Fi service provided with this grant will be a great access. To ensure the students with the greatest need have priority access to school-provided Internet access, students must have a referral from one of their teachers to ensure they have a school-related need for Internet access. The students must turn the referral in to the library during the school day and then return to the library at the end of the school day to pick up a Mi-Fi. This process will allow library media center staff to review the students who have requested a Mi-Fi and refer to a list provided by the principal. This list has students prioritized by economically or otherwise disadvantaged students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chapel Hill ISD is a Google Apps for Education (GAFE) district with a BYOD policy in place for all campuses. Our current policies and practices are effective for students with their own devices, but our junior high students do not have equitable access to technology. The junior high textbooks adopted for reading, math, and science courses all have online texts and supplemental digital materials that are not fully utilized by teachers because not all students can access the materials at school and at home. Students also have the opportunity to check out E-books through the school's library media center. The implementation of 1:1 Chromebooks will provide our students with the devices and Internet connections they need to access our current curriculum and will allow our teachers to fully implement the adopted curriculum.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Chapel Hill Junior High utilizes two shared iPad carts and one shared netbook cart to provide computer and Internet access for 212 students during the school day. We have adopted textbooks with interactive online components in math, reading, and science. Our math teachers use Houghton Mifflin Harcourt's *Go Math!* curriculum with online quizzes and tutorials. Our reading classes also have online textbooks from Houghton Mifflin, and the teachers use components from Knowsys Vocabulary. Additionally, our new science adoption from Holt McDougal includes an interactive digital curriculum. Our current number of devices does not support the full implementation of any of these adopted curricula. The addition of Chromebooks for one grade level of our students will go a long way towards facilitating the full implementation of our textbook adoptions.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906	Amendment # (for amendments only):
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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development for Chromebooks and electronic instructional materials has already begun. Teachers have already met with textbook vendors to learn about the digital curriculum they've adopted. Also, as a Google Apps for Education district, our teachers are already using applications like Gmail and Google Docs that are crucial to Chromebook use. The junior high teachers have already identified a need for additional training in the areas of Chrome Apps, Flipped Classroom, and Project-Based Learning to effectively implement more in-depth projects for students who will all have Chromebooks with Internet access at school and at home. Chapel Hill's instructional technologist will provide this training during the summer and grade-level planning time in the fall. Additionally, the instructional technologist will provide training to teachers both individually and in small groups as needed throughout the duration of the grant.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chapel Hill ISD network currently has a fiber backbone with 10 GB throughout and wireless N access points with 200 - 300 MB throughout the district. This infrastructure is enough to provide for a 1:1 initiative. We currently have 100 MB fiber service through our Internet service provider. Our technology staff is sufficient to provide service for and maintain all devices that will be purchased now through the 2015-16 school year. As the wireless need grows, the network is assessed to make sure all devices receive adequate Internet service. New stronger devices are implemented as the need arises.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who do not have Internet service at home will be allowed to check out a mobile Internet device (Mi-Fi) similar to devices from the district already owns. Parents and students will be required to sign the Chapel Hill Acceptable Use Agreement and the Mobile Device policy before using the devices. The Internet service provider will provide a private network that connects to our Chapel Hill ISD infrastructure to assure that all Internet we provide is CIPA compliant.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our technology support staff uses a ticket request system. This allows for a very fast response time. Classroom instructional connectivity is at the top of the priority list. In the event that a student has an issue, he/she will report it to his/her teacher who will submit a ticket for the student. If it is an issue that is minor and does not affect connectivity, the student will be able to submit a ticket as well. Our district has extra, used temporary devices for them while their device is being repaired. This measure assures that a student always has a functional device.

In addition to the support staff, the teachers in the participating grade levels are trained on basic troubleshooting and can handle most issues.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student success and decreasing the digital divide are the motivation for the Chapel Hill Technology Lending Program. Our superintendent, principals, technology coordinators, and teachers will work together to implement and maintain the grant guidelines. We are working together to put current technology in the hands of our diverse student population to ensure success in the classroom and beyond.

Grant Administration (Check-In / Check-Out)

1. The technology staff will inventory and set up the devices for first use.
2. The students and parents will undergo the necessary training. The device will be issued by the technology staff after all of the necessary signatures have been obtained. A list of the students and the inventory number from the assigned device will be kept with shared access.
3. The student/parent will be responsible for the device during the time it is signed out to the student.
4. All junior high students will have a device, and their need for Internet service will be determined by a needs assessment survey and parental request. The Internet devices may be checked out overnight, in the library with preference given to the students on the high priority list. The high priority list will be created by the principal using results from the survey and economically or otherwise disadvantaged students.
5. All devices are covered by an accidental damage insurance policy as well as a policy for theft.

Process to Maintain

1. The devices will be assigned to the student, and teachers in the homeroom classes will assess the device for any damages. This process will take place at the beginning of each grading period.
2. Students will be trained to report any issues with a device promptly to their homeroom teacher. The teacher will then fill out a technology request for maintenance, if they cannot troubleshoot it.
3. A member of the technology team will repair the device or send it for replacement (following insurance procedure if necessary).
4. If the malfunction or damage was caused by negligent action, an insurance claim will be filed and the student/parent will be responsible for the \$50 Replacement Fee. If a student/parent is unable to pay, our district will pay the fee based on qualification.
5. At the end of the school year the device will be checked in, cleaned, and reset for the next group of students.

Management/ Charging

1. The devices will be managed via software, which allows restrictions to be set to protect the student as well as the device.
2. The students will be responsible for keeping their device charged. There will be charging stations in every classroom as well as central locations in the district.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 225-906

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All purchased devices will have their serial numbers, CHISD asset number assigned upon delivery to CHISD, recorded. Each device will have insurance per district policy. There will be a \$50 replacement fee for lost devices or damages caused by negligence. The full coverage policy is renewable every two years.

Technical difficulties and damages must be reported to the technology department as soon as the problem is noticed. The technology department will file any claim and return the device to the claimant as soon as it returns from the repair depot. A replacement device will be issued during the repair process. Any device that enters CHISD as a replacement will be inventoried and the faulty device removed from inventory.

The principal's office will be responsible for collection of any deductibles from the student as necessary. If the student is economically or otherwise disadvantaged, CHISD will fund the fee based on request.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because we have a technology lending program in the 5th grade, Chapel Hill ISD already has a mobile device handbook in place to supplement our district's Acceptable Use Policy (AUP). The current mobile device handbook addresses district management of devices, checkout and return procedures, care of devices, and statements of responsibility to be signed by parents and students. We will hold a parent training to educate parents about the district's policies and answer any questions they may have. A recorded version of this session will be made available to parents to view on campus at a later time if they are unable to attend the initial parent meeting. No student is allowed to use any district computer until both the student and a parent or guardian has signed the AUP. Also, the parent must attend the parent training and sign the supplemental mobile device policy before students are permitted to take devices off of school property.

During the first six weeks of school, all students will engage in a Digital Citizenship Course through their study hall classes. The Digital Citizenship course has been developed from resources provided by Common Sense Media and address copyright and fair use, ethical use of Internet resources, online safety, and the effects of inappropriate Internet use. Student will not be allowed to check out a MiFi device without having demonstrated understanding of internet safety.

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